

STATE OF SOUTH DAKOTA
OFFICE OF PROCUREMENT MANAGEMENT
523 EAST CAPITOL AVENUE
PIERRE, SOUTH DAKOTA 57501-3182

Resource Provider Training & Assessment for CPS

PROPOSALS ARE DUE NO LATER THAN 03/13/2020 at 5:00pm CDT

RFP #1921

BUYER: Division of Child
Protection Services

POC:
Dawson Lewis

Amendment to the Proposal

These amendments are to the dates and scope of work.

Attachments C through F are included for context.

This is for information only use the revised RFP in your response.

The following changes are made to this request for proposal

1.1 LETTER OF INTENT

All interested offerors are requested to submit a non-binding **Letter of Intent** to respond to this RFP. While preferred, a Letter of Intent is not mandatory to submit a proposal.

The letter of intent must be received by email in the Department of Social Services by no later than ~~02/14/2020~~ **02/18/2020** and must be addressed to Dawson Lewis dawson.lewis@state.sd.us. Place the following, exactly as written, in the subject line of your email: **Letter of Intent for RFP #1921**. Be sure to reference the RFP number in any attached letter or document.

Amended to: Letters of intent are now due "...by no later than **02/18/2020**..."

1.2 SCHEDULE OF ACTIVITIES (SUBJECT TO CHANGE)

| | | |
|--|-----------------------|-------------------|
| RFP Publication | <u>02/04/2020</u> | |
| Letter of Intent to Respond Due | 02/14/2020 | 02/18/2020 |
| Deadline for Submission of Written Inquiries | 02/14/2020 | 02/18/2020 |
| Responses to Offeror Questions | 02/21/2020 | 02/25/2020 |
| Proposal Submission | <u>03/13/2020</u> | |
| Anticipated Award Decision/Purchase of service agreement Negotiation | <u>04/03/2020</u> | |

1.9 OFFEROR INQUIRIES

Offerors may email inquiries concerning this RFP to obtain clarification of requirements. No inquiries will be accepted after ~~02/14/2020~~ **02/18/2020**. Email inquiries must be sent to Dawson Lewis dawson.lewis@state.sd.us with the following wording, exactly as written, in the subject line: **RFP #1921 Questions**.

The Department of Social Services (DSS) will respond to offerors' inquiries by posting offeror aggregated questions and Department responses on the DSS website at <http://dss.sd.gov/keyresources/rfp.aspx> no later than ~~02/18/2020~~ **02/25/2020**. For expediency, DSS may combine similar questions. Offerors may not rely on any other statements, either of a written or oral nature, that alter any specification or other term or condition of this RFP. Offerors will be notified in the same manner as indicated above regarding any modifications to this RFP.

Amended to: “Offerors may email inquiries concerning this RFP to obtain clarification of requirements. No inquiries will be accepted after 02/18/2020. Email inquiries must be sent to Dawson Lewis dawson.lewis@state.sd.us with the following wording, exactly as written, in the subject line: **RFP #1921 Questions**.

The Department of Social Services (DSS) will respond to offerors’ inquiries by posting offeror aggregated questions and Department responses on the DSS website at <http://dss.sd.gov/keyresources/rfp.aspx> no later than 02/25/2020.”

3.0 SCOPE OF WORK

The Department of Social Services vision is Strong Families – South Dakota’s Foundation and Our Future. The purpose of the Division of Child Protection Services is to assure children’s safety, permanency, and well-being. The goal of Child Protection Services is to maintain children safely in their homes and when not possible, children may need either a temporary or permanent alternative family setting. Therefore, Child Protection Services must have processes in place to assure foster and adoptive families are prepared to meet the unique needs of children in custody.

The Division of Child Protection with stakeholder input identified the following goals for the process of licensing foster families and approval of adoptive families.

1. Prospective foster and adoptive families across South Dakota have access to information about the process of becoming a foster and or adoptive parent.
2. Child Protection Services has the capacity to respond to prospective foster and adoptive families and provide training and assessments.
3. Child Protection Services and contract agency will maintain a consistent process to recruit, prepare, and select foster and adoptive families.
4. The licensing process develops foster families for children requiring care and their families. Fostering is viewed as a family service and interaction with birth families is a role of foster parenting. Fostering supports the goal of reunification and permanency. Recruitment messaging, inquiry, training, and home study reflect this philosophy. Training and home study assessments are inter-connected to insure foster families understand their role and have competencies needed to care for children’s needs and support family reunification.
5. The adoption approval process develops adoptive families for children requiring an adoptive home. Families are encouraged to be licensed for foster care and approved for adoption to promote concurrent planning for children. Training and home study assessments are inter-connected to insure adoptive families understand their role and have competencies needed to care for children’s needs.
6. Kinship families who choose to become licensed and/or approved to care for relatives is completed in a timely manner.

3.1 PRIDE (PARENT RESOURCES FOR INFORMATION, DEVELOPMENT AND EDUCATION)

The PRIDE (Parental Resources for Information, Development and Education) model is the foundation for all applicants who wish to become foster and adoptive parents for the Division of Child Protection Services. PRIDE is a model for the development and support of resource families. It is designed to strengthen the quality of family foster care and adoption services by providing a standardized, structured framework for recruiting, preparing and selecting foster and adoptive parents. The PRIDE Program’s goals are to help:

- Meet the protective, developmental, cultural, and permanency needs of children placed with foster and adoptive families.
- Strengthen families, whether they are families of origin, blended families, kinship families, foster families, adoptive families, or members of a tribe or clan.

- Strengthen the quality of family foster care and adoption services by providing a standardized, structured framework for pre-service training and mutual assessment; for foster and adoptive parent pre-service training; and for on-going professional development.

PRIDE is based on the philosophy that the value of family life for children, however family is defined, is compelling. Because of this, knowledgeable and skilled foster and adoptive parents are integral to providing quality services. PRIDE training and home study assessment are inter-connected and focus on training and assessment of the 5 core competencies needed from foster and adoptive families.

1. Protecting and nurturing children;
2. Meeting children's developmental needs and addressing their delays;
3. Supporting relationships with birth families;
4. Connecting children to safe, nurturing relationships intended to last a lifetime (permanency); and
5. Working as a member of a professional team.

3.1.1 Written Documents

Child Protection Services will provide templates for letters, forms, and documents to be used by the offeror for all correspondence, information gathering, and home study assessment with respect to prospective foster/adoptive applicants. Changes to the templates must have prior approval from Child Protection Services. Describe the offeror's ability to use templates provided to them.

3.1.2 Components of PRIDE Model

A. Recruitment of Foster and Adoptive Families

Describe how the offeror will assist the Division of Child Protection Services in recruiting foster and adoptive families and collaborate with and support efforts in the Rapid City and Sioux Falls areas developed by the Recruitment, Development, and Retention Workgroup.

B. Inquiry Functions:

The offeror will manage the inquiry process in Regions 1, 2, 3, 4, 5, 6, and 7 and ensure families have completed the process prior to enrollment in PRIDE training.

- Describe how the offeror will maintain a phone number in Sioux Falls and Rapid City designated to receive phone calls from prospective foster/adoptive parents.
- Describe how the offeror will utilize the PRIDE model when responding to inquiries for foster care.
- Describe family engagement and information gathering techniques to be used by the offeror when completing the inquiry process.
- Describe how the offeror will develop and maintain an inquiry listing that organizes information gathered from prospective foster parents.
- Describe how the offeror will develop a process for prospective PRIDE attendees to assure PRIDE waiting lists are minimal and PRIDE sessions are full.
- Describe how the offeror will maintain contact with prospective foster parents who have inquired about the PRIDE process to keep them engaged in the process.
- The offeror will complete the Inquiry Process in FACIS, documenting data such as Inquiry Type, Inquiry Date, Source, Inquiry Actions and documenting when notification letters are sent and when phone calls are made. Affirm acknowledgment or provide comments in your proposal.

B. PRIDE Training:

- Describe in the proposal if staff assigned as trainers are certified PRIDE trainers and their experience. If not, what steps will be taken to obtain PRIDE Training of Trainers for staff.

- Describe in the proposal how a total of ~~twenty-nine (29)~~ PRIDE pre-service trainings, each consisting of thirty (30) hours (10 sessions), will be scheduled and delivered within the Child Protection Services Regions as listed below **(See Attachment D – Child Protection Services Regional Map)**:
 - Region 1 – eight (8) Minimum class size of 8 families
 - Region 2 – one (1) Minimum class size of 5 families
 - Region 5 – six (6) Minimum class size of 6 families
 - Region 6 – ten (10) Minimum class size of 8 families
 - Region 7 – four (4) Minimum class size of 6 families

Amended to: Describe in proposal how a total of thirty-three (33) PRIDE pre-service trainings will be scheduled and delivered. Add the two regions listed below to Regions 1, 2, 5, 6, and 7.

- Region 3 – two (2) Minimum class size of 6 families
- Region 4 – two (2) Minimum class size of 6 families
- If minimum class size cannot be achieved with prospective foster and adoptive families, describe how the minimum requirement can be supplemented. (e.g. one on one PRIDE or 100% online training).
- The Department may adjust the number of PRIDE pre-service trainings by region based on the demand for trainings in each region. Classes will be scheduled with input from families about date and location.
- The Department may also request on a case by case basis the completion of individual PRIDE for specific families identified by the Division of Child Protection. Describe in the proposal how individual PRIDE would be delivered to the family.

C. Mutual Assessment:

The Mutual Assessment process is designed to help families assess their strengths and needs for support in relation to the five competency categories:

- Protecting and nurturing children
- Meeting children's developmental needs and addressing developmental delays
- Supporting relationships between children and their families
- Connecting children to safe, nurturing relationships to last a lifetime
- Working as a member of a professional team

Describe in the proposal how the mutual assessment process will occur throughout inquiry, training, and the home study assessment with each perspective foster parent and/or adoptive parent applicant. Describe how each of the five (5) PRIDE competency categories will be assessed.

D. Initial Home Study:

The offeror will be expected to complete the Initial Home Study on perspective applicants for licensure and adoption approval who complete the training and assessment process using the Initial Home Study documents provided by Child Protection Services **(See Attachment E. – Initial Home Study)**.

Describe family engagement techniques to be used by the offeror when completing the initial home study process.

The selected offeror will be expected to make a recommendation regarding licensure to provide foster care and or approval for adoption of the applicants. Describe how the offeror will determine recommendations regarding licensure to provide foster care and or approval for adoption.

The selected offeror will be expected to comply with timeframes established for the licensure of prospective foster/adoptive families according to ARSD 67:42:01:16. The offeror will collect a signed application from applicants by PRIDE Session 3. The timeframe for licensure from the date the application is signed to the issuance of the licensed is 120 days. All documents associated with the licensing process including the home study, must be returned to Child Protection Services by the 100 day mark. Extensions will be requested from the licensing supervisor. Weekly updates will be provided to Child Protection Services for home studies exceeding 110 days from signing of the application.

Describe in the proposal what efforts will occur to ensure that the Initial Home Study is completed with the required timeframe.

The offeror will be expected to administer a total of ~~one hundred eighty (180)~~ Initial Home Studies using the Initial Home Study documents provided by Child Protection Services. The number of expected initial home studies by region is as follows:

- Region 1 – fifty-six (56), Minimum 7 home studies per class
- Region 2 – four (4), Minimum 4 home studies per class
- Region 5 – thirty (30), Minimum 5 home studies per class
- Region 6 – seventy (70), Minimum 7 home studies per class
- Region 7 – twenty (20), Minimum 5 home studies per class

Amended to: Describe in proposal how a total of two hundred and four (204) PRIDE Initial Home Studies will be scheduled and delivered. Add the two regions listed below to Regions 1, 2, 5, 6, and 7.

- Region 3 – twelve (12) Minimum 6 home studies per class
- Region 4 – twelve (12) Minimum 6 home studies per class

If minimum home studies per class cannot be achieved, describe how the minimum requirement can be supplemented.

E. Exchange of Information:

Describe in the proposal how the exchange of information will occur between Child Protection Services and the offeror regarding the information in A. through D.

F. Monitoring and Evaluation:

- Ensure quality of home studies. Describe in the proposal what process will be utilized to monitor the consistency and quality of Foster/Adoptive Home Studies completed by assigned staff to include but not limited to the following:
 - Grammar/Spelling
 - Sufficient information is gathered to assess family foster home licensing and/or adoption approval standards, as well as PRIDE core competencies described in section 3.1
 - Analysis and recommendations are justified by information gathered and documented in the home study
 - Content to include analysis of information
 - Valid References
 - Background Checks:
 - FBI/DCI Criminal Background Checks
 - In-state and out-of-state Central Registry Screenings

- Sexual Offender Registry Check
- Describe in the proposal the training evaluation format that will be completed by each applicant after completion of thirty (30) hour training.
- The offeror will continually evaluate their processes for Inquiry, PRIDE training, and Initial Home Studies to ensure they are efficient.
- Describe in the proposal what process will be utilized to evaluate the performance of staff assigned to complete the work.

3.1.3 Personnel and non-personnel resources to provide services

- Provide a description of needed resources, both personnel and non-personnel needed to perform all activities on the RFP.

3.1.4 PRIDE Reporting Requirements

The selected offeror must provide assurances of the ability to submit a Quarterly and End of the Year Report to Child Protection Services State Office with the following information:

A. Inquiry Functions:

- Tracking of “Commit to Know More” submissions
- Number of total email and phone contacts completed with families requesting information, recruitment referral sources for each family contacted, and outcome of each family contacted
- Number of completed inquiries completed by region and state total

B. PRIDE Training – Family Selection, Enrollment, and Training Outcomes:

- Number of PRIDE training sessions to include location and dates of PRIDE training sessions
- Name and race of participants enrolled in PRIDE Training by class and location or enrolled to complete 100% online
- Number and names of families who complete training
- Number and names of families who did not complete training and reason(s) why
- Number and names of families on waiting list by region
- Evaluation feedback on the quality of training

C. Mutual Assessment and Initial Home Study Assessment:

- Applications to be licensed as foster parent or adoptive parent must be signed by the 3rd PRIDE session. Report average number of days to complete home studies from application date to completed home study by region and state total. State total average will be calculated by the total number of home studies completed statewide.
- Outcome of mutual assessment for each prospective foster/adoptive family who signed an application to become a licensed foster family and/or adoptive family to include;
 - No response from prospective foster/adoptive family;
 - Prospective foster/adoptive family chose not to complete process and reason(s) why;
 - Prospective foster/adoptive family was counseled out or denied and reason(s) why;
 - Prospective foster/adoptive family successfully completed training and home study;
 - Home study assessment for prospective foster/adoptive family is still in progress and pending.
- Name and number of families exceeding 100 day home study completion from the date of application.
- Number and percentage of families who call for more information about fostering or adoption who go on to complete the training and home study assessment.

D. Kinship or Fictive Kinship Families:

- Report data related to kinship and fictive kinship families in process to become a licensed foster family or approved for adoption to include:
 - Number of kinship and fictive kinship families referred to the offeror to complete the training and home study requirements to become a foster family or approved for adoption.
 - Number of families referred to the offeror with an approved kinship home study to provide care for the child(ren) the family is motivated to become licensed and/or approved to care for.
 - Number of kinship and fictive kinship families enrolled in PRIDE training;
 - Number of kinship and fictive kinship families who completed PRIDE training;
 - Number of Initial Home Studies or Home Study Addendums completed for families identified as kinship or fictive kinship.

E. Expenditures:

- Detailed report of expenditures for the quarter and the amount left in the purchase of service agreement.

3.2 Responsibilities and Expectations

The selected offeror must provide assurances for the following program responsibilities and expectations in the proposal and provide copies of policy and procedure materials upon request:

- Confidentiality of Child Protection Services information.
- Financial management, including management of multiple funding sources, separate from all other agency funding. Financial income vs. expenditure reports must be submitted on a quarterly basis to the Division of Child Protection Services.
- An outside accounting firm may be used to meet this requirement.
- Allow Child Protection Services to review all financial records related to the purchase of service agreement upon request.
- Sound personnel and administrative policies and practices are in place for employees that include an employee manual addressing policies such as sick and annual leave, work adjust hours, overtime, employee review process and expense reimbursement requests
- Each employee is aware of mandatory child abuse and neglect reporting requirements.
- Communicate with Child Protection Services on an ongoing basis regarding any concerns regarding the services required under the purchase of service agreement.
- Monthly conference calls and/or face to face visits will be arranged between Offeror and Child Protection Staff to review progress and resolve issues regarding the purchase of service agreement.
- Provide Child Protection Services with draft materials for approval for all press releases, reports, brochures, and other related materials related to the scope of work which falls under the purchase of service agreement. Provide credit to Child Protection Services for its funding support.
- Provide telephone service, voice messaging service, e-mail access, internet access, and a general agency e-mail address.

3.3 Organization Qualities and Characteristics

Provide assurances the offeror has the following organization qualities and characteristics:

- A history of providing high quality training and consultation at the community level.
- A philosophical comment and demonstrated experience in collaboration and partnership with DSS.
- An administrative structure capable of efficiently managing statewide consultant staff as well as subcontracts where necessary.

- Demonstrated leadership capability and orientation to developing services in collaboration with DSS and/or other provider agencies as well as making changes to services provided as the needs of the State continue to change.
- A strong commitment to address cultural diversity.
- A history of demonstrated effectiveness in subcontract management and/or lead agency coordination of multiple providers and ability to provide stability for these projects. As well as a description of how challenging issues were addressed within those contracts.

3.4 Describe how the offeror will meet outcomes to be accomplished within the context of this purchase of service agreement. Refer to Child Protection Services goals for the process of licensing foster families and approval for adoptive homes outlined in section 3.0 of this Request for Proposal.

- PRIDE training is available for families ready to begin the process of applying to be licensed as a foster family and/or approved for adoption in regions ~~1, 2, 5, 6, and 7~~
- The number of individuals waiting for PRIDE training is reduced and minimal
- Home study assessments are submitted and approved within 120 days from date of application.
- Families selected for PRIDE training and Initial Home Study are aligned with Child Protection's vision, purpose and goals outlined in section 3.0.
- Increase public recognition of the valued role of foster/adoptive families with-in the child welfare system in an area and statewide basis
- Continuous focus on professionalizing the role of foster and adoptive families within the DSS placement system.

Amended to: PRIDE training is available for families ready to begin the process of applying to be licensed as a foster family and/or approved for adoption in regions 1, 2, 3, 4, 5, 6, and 7.

4.0 PROPOSAL REQUIREMENTS AND COMPANY QUALIFICATIONS

- 4.1 The offeror is cautioned that it is the offeror's sole responsibility to submit information related to the evaluation categories and that the State of South Dakota is under no obligation to solicit such information if it is not included with the proposal. The offeror's failure to submit such information may cause an adverse impact on the evaluation of the proposal.
- 4.2 **Offeror's Contacts:** Offerors and their agents (including subcontractors, employees, consultants, or anyone else acting on their behalf) must direct all of their questions or comments regarding the RFP, the evaluation, etc. to the point of contact of the buyer of record indicated on the first page of this RFP. Offerors and their agents may not contact any state employee other than the buyer of record regarding any of these matters during the solicitation and evaluation process. Inappropriate contacts are grounds for suspension and/or exclusion from specific procurements. Offerors and their agents who have questions regarding this matter should contact the buyer of record.
- 4.3 The offeror **MUST** submit a copy of their most recent independently audited financial statements.
- 4.4 Provide the following information related to at least three previous and current service/contracts performed by the offeror's organization which are similar to the requirements of this RFP. Provide this information for any service/purchase of service agreement that has been terminated, expired or not renewed in the past three years:
- a. Name, address and telephone number of client/contracting agency and a representative of that agency who may be contacted for verification of all information submitted;
 - b. Dates of the service/contract; and
 - c. A brief, written description of the specific prior services performed and requirements thereof.

- 4.5 The offeror must submit information that demonstrates their availability and familiarity with the locale in which the project (s) are to be implemented.
- 4.6 The offeror must detail examples that document their ability and proven history in handling special project constraints.
- 4.7 The offeror must describe their proposed project management techniques.
- 4.8 If an offeror's proposal is not accepted by the State, the proposal will not be reviewed/evaluated.

5.0 PROPOSAL RESPONSE FORMAT

- 5.1 An original and five (5) copies shall be submitted.
 - 5.1.1 In addition, the offeror must submit one (1) copy of their entire proposal, including all attachments and cost proposal(s), in PDF digital format loaded on a USB flashdrive. Offerors may not send the electronically formatted copy of their proposal via email.
 - 5.1.2 The proposal should be page numbered and should have an index and/or a table of contents referencing the appropriate page number.
- 5.2 All proposals must be organized and tabbed with labels for the following headings:
 - 5.2.1 **RFP Form.** The State's Request for Proposal form completed and signed.
 - 5.2.2 **Executive Summary.** The one or two page executive summary is to briefly describe the offeror's proposal. This summary should highlight the major features of the proposal. It must indicate any requirements that cannot be met by the offeror. The reader should be able to determine the essence of the proposal by reading the executive summary. Proprietary information requests should be identified in this section.
 - 5.2.3 **Detailed Response.** This section should constitute the major portion of the proposal and must contain at least the following information:
 - 5.2.3.1 A complete narrative of the offeror's assessment of the work to be performed, the offeror's ability and approach, and the resources necessary to fulfill the requirements. This should demonstrate the offeror's understanding of the desired overall performance expectations.
 - 5.2.3.2 A specific point-by-point response, in the order listed, to each requirement in the RFP as detailed in Sections 3 and 4. The response should identify each requirement being addressed as enumerated in the RFP.
 - 5.2.3.3 A clear description of any options or alternatives proposed.
 - 5.2.4 **Cost Proposal.** Cost will be evaluated independently from the technical proposal. Offerors may submit multiple cost proposals. All costs related to the provision of the required services must be included in each cost proposal offered.

Please use Attachment F as the template for your cost proposal. An Excel copy of the template can be provided upon request.

The state fiscal year 2020 budget for this contract is \$698,978.00. Additional funding of \$183,996.00 to support three (3) additional contract staff has been requested through the 2020

Legislative session, however, the outcome of the funding request will not be known until March 13, 2020. In the proposal, outline how the offeror will complete the work described in this request for proposal within this budget.

Amended to: In the proposal, include additional funding required for the offeror to provide services described in the amendments to 3.1.2 and 3.4 for regions 3 and 4.

ATTACHMENT B

The Consultant agrees to:

1. The Consultant will manage the inquiry process in Region 1, 2, 3, 4, 5 6, and 7 (See Attachment D Region Map) which will consist of 40 hours per week and ensure the families have completed this process prior to attending the PRIDE classes. The Consultant will provide a phone number for prospective families to call, receive phone calls, and enter information and narratives regarding families in FACIS (Family and Child Information System).
 - A. The Consultant will work with the State to manage the inquiry list and provide ongoing contact with prospective foster parents.
 - B. The Consultant will assure the process of tracking and monitoring inquiries is consistent in all regions served.
 - C. The Consultant will assist with recruitment of foster and adoptive families by collaborating and supporting recruitment efforts in the Rapid City and Sioux Falls areas developed by the Recruitment, Development, and Retention Workgroups in Regions 1 and 6.
2. Preparation for Foster PRIDE/Adopt PRIDE includes planning for the provision of the 30-hour pre-service training program designed for prospective foster and adoptive parents.
 - A. The Consultant will have certified PRIDE trainers available to conduct the training.
 - B. The Consultant will have the ability to utilize PRIDE online when necessary to increase availability of training to perspective foster parents.
 - C. The Consultant will administer PRIDE Training for all prospective foster and adoptive parent applicants to meet the requirements for licensure for foster care and approval for adoption.
 - D. Each pre-service training program must consist of thirty (30) hours of training and must follow the PRIDE curriculum. The training will include 10 sessions to include 27 hours of PRIDE curriculum and 3 hours of introduction or overview to State policy and procedure. The Consultant will work with the State to develop the topics covered in the three hours of session 10.
 - E. The Consultant will administer a total of ~~twenty-nine (29)~~ PRIDE pre-service trainings within Child Protection Services Regions.
 - *Region 1 – eight (8) Minimum class size of 8 families*
 - *Region 2 – one (1) Minimum class size of 5 families*
 - *Region 5 – six (6) Minimum class size of 6 families*
 - *Region 6 – ten (10) Minimum class size of 8 families*
 - *Region 7 – four (4) Minimum class size of 6 families*

Amended to: Describe in proposal how a total of thirty-three (33) PRIDE pre-service trainings will be scheduled and delivered. Add the two regions listed below to Regions 1, 2, 5, 6, and 7.

- Region 3 – two (2) Minimum class size of 6 families
- Region 4 – two (2) Minimum class size of 6 families

- F. The Consultant will work with the State to develop a list of class participants at least 30 days prior to the start of the next PRIDE class.

- G. The Consultant will work with the State to conduct an initial home visit with prospective foster/adoptive parents being considered for PRIDE.
 - H. The Consultant will meet with the State to select PRIDE participants for the upcoming PRIDE class and develop a list of alternate families. Participants will be selected for PRIDE by their ability to meet the current need of the region they are serving such as families willing to care for sibling groups, teens, children with medically complex issues and children from different cultures or other needs as identified.
 - I. The Consultant will notify participants at least two weeks prior to the start date of PRIDE regarding their acceptance in the PRIDE class.
 - J. The Consultant will notify Participants who are not selected to attend the upcoming PRIDE class to explain the reasons and develop a plan to maintain contact with them regarding upcoming classes.
 - K. The Consultant must provide a list of PRIDE participants one week prior to the upcoming PRIDE class.
 - L. If the Consultant is unable to meet the minimum class size, the number can be supplemented with one on one PRIDE with the use of PRIDE Online, a home study update for a family who has already completed PRIDE, or a prospective foster family from another region.
 - M. The State may adjust the class sizes by region based on the demand for training in each region.
3. Mutual assessment is a series of meetings, called in-home family consultations, conducted with prospective foster and adoptive families. The meetings are designed to help the families assess their strengths and needs for support in relation to the five competency categories. (Protecting and nurturing children, Meeting children's developmental needs and addressing developmental delays, Supporting relationships between children and their families, Connecting children to safe, nurturing relationships to last a lifetime, Working as a member of a professional team)
- A. The subject matter of the meetings must relate directly to the content of the pre-service training sessions. The Consultant will use assessment tools, referred to as "PRIDE Connections," to help consider the family's past and current functioning, which relate to the competency categories.
 - B. The Consultant will complete the Initial Home Study on applicants for licensure/approval who successfully complete the training and assessment process using the Initial Home Study documents provided by the State. The Consultant will assist State in making a recommendation regarding licensure and/or adoption approval.
 - C. The Consultant will administer a total of ~~one hundred and thirty-one (180)~~ Initial Home Studies within Child Protection Service Regions.
 - *Region 1 – fifty-six (56), Minimum 7 home studies per class*
 - *Region 2 – four (4), Minimum 4 home studies per class*
 - *Region 5 – thirty (30), Minimum 5 home studies per class*
 - *Region 6 – seventy (70), Minimum 7 home studies per class*
 - *Region 7 – twenty (20), Minimum 5 home studies per class*

Amended to: Describe in proposal how a total of two hundred and four (204) PRIDE Initial Home Studies will be scheduled and delivered. Add the two regions listed below to Regions 1, 2, 5, 6, and 7.

- Region 3 – twelve (12) Minimum 6 home studies per class
- Region 4 – twelve (12) Minimum 6 home studies per class

- D. If the Consultant is unable to meet the initial home study requirement, the number can be supplemented with one on one PRIDE, a home study update for a family who has already completed PRIDE, or a home study for another region.
 - E. The State may adjust the number of Initial Home Studies by region based on the demand for training in each region.
 - F. The Consultant will work with the State to prioritize the completion of home studies based on the region's need and assessment of the family.
 - G. Applications will be signed by the applicant's third PRIDE class.
 - H. The Consultant will establish timeframes for the completion of foster home and/or adoption home studies which will ensure that all home studies are completed and returned to Child Protection Services by 100 days from the signing of the application.
 - I. Extensions will be requested from the licensing supervisor.
- 4. The Consultant will continue to work with the State in revising and reviewing the protocol when needed for sharing information, materials, and completed paperwork on each applicant throughout the PRIDE process.
 - 5. The Consultant will keep confidential information pertaining to applicants who are undergoing home studies. Applicant names and information should only be used during case consultations with Supervisors and Child Protection Services and when required by administrative activities. Information may not be share with others outside of this Contract without permission from the State.
- 6. Monitoring and Evaluation
 - A. The Consultant will provide weekly updates to the State for home studies that have exceeded 110 days from the signing of the application.
 - B. The Consultant will ensure home studies contain sufficient information to assess licensing standards and PRIDE core competencies.
 - C. The Consultant will ensure a training evaluation is completed by PRIDE participants upon completion of the 30-hour training.
 - D. The Consultant will work with the Child Protection Services to provide on-going training to PRIDE staff on assessing prospective families and writing home studies.
 - E. The Consultant will provide oversight for staff to achieve consistency of services for all regions served.
- 7. Reporting Requirements
 - F. The Consultant will establish class dates for the fiscal year for each region in conjunction with the State. Any changes of class dates will be approved by Child Protection Services.
 - G. The Consultant will meet with each region served monthly and provide a written update regarding inquires, upcoming classes, class participants, and pending home studies.
 - H. The Consultant will submit a "Quarterly Report" (by September 10, 2020, December 10, 2020, March 10, 2021, and June 10, 2021) and "End of the Year Report" (by no later than June 30, 2021) to State Office with the following information:
 - Inquiry Functions:
 - Tracking of "Commit to Know More" submissions
 - Number of total email and phone contacts completed with families requesting information, recruitment referral sources for each family contacted, and outcome of each family contacted
 - Number of completed inquiries completed by region and state total

- PRIDE Training – Family Selection, Enrollment, and Training Outcomes:
 - Number of PRIDE training sessions to include location and dates of PRIDE training sessions
 - Training by class and location or enrolled to complete 100% online
 - Number and names of families who complete training
 - Number and names of families who did not complete training and reason(s) why
 - Number and names of families on waiting list by region
 - Evaluation feedback on the quality of training

- Mutual Assessment of Initial Home Study Assessment:
 - Applications to be licensed as foster parent or adoptive parent must be signed by the 3rd PRIDE session. Report average number of days to complete home studies from application date to completed home study by region and state total. State total average will be calculated by the total number of home studies completed statewide.
 - Outcomes of mutual assessment for each prospective foster/adoptive family who signed an application to become a licensed foster family and/or adoptive family to include;
 - Name and number of families exceeding 100-day home study completion from the date of application.
 - Number and percentage of families who call for more information about fostering or adopting who go on to complete the training and home study assessment.

- Kinship or Fictive Kinship Families:
 - Report data related to kinship and fictive kinship families in process to become a licensed foster family or approved for adoption to include:
 - Number of kinship and fictive kinship families referred to the offeror to complete the training and home study requirements to become a foster family or approved for adoption.
 - Number of families referred to the offeror with an approved kinship home study to provide care for the child(ren) the family is motivated to become licensed and/or approved to care for.
 - Number of kinship and fictive kinship families enrolled in PRIDE training;
 - Number of kinship and fictive kinship families who completed PRIDE training;
 - Number of Initial Home Studies or Home Study Addendums completed for families identified as kinship or fictive kinship.

- Expenditures:
 - Detailed report of expenditures for the quarter and the amount left in the purchase of service agreement.

ATTACHMENT C

The State agrees to:

1. Meet with the Consultant on a monthly basis to assess the needs of children requiring placement and assure appropriate families are recruited and trained to best meet the children's needs.
2. Participate with the Consultant in the initial home visit with prospective foster/adoptive parents being considered for PRIDE.
3. Meet with the Consultant to select PRIDE participants for the upcoming PRIDE class and develop a list of alternate families. Participants will be selected for PRIDE by their ability to meet the current need of the region they are serving such as families willing to care for sibling groups, teens, children with medically complex issues and children from different cultures or other needs as identified.
4. Adjust the number of PRIDE Pre-service trainings and home studies by region based on the demand for trainings in each region if needed.
5. Work with the Consultant in developing and approving a protocol for sharing information, materials, and completed paperwork on each applicant throughout the PRIDE Home Study process.
6. Make payments pursuant to the monthly submission of invoices based upon services provided by the Consultant.
7. Provide the Consultant with training as needed.

Regions (Child Protection Services)



- ☐ Foster Care
☐ Foster Care/Adoption
☐ Adoption

INITIAL HOME STUDY

Resource #: _____

I. Applicant's name (s): _____
How Verified: _____
Work Phone: _____ **Cell Phone:** _____
Email: _____
Address: _____
Home Phone: _____

Applicant's name (s): _____
How Verified: _____
Work Phone: _____ **Cell Phone:** _____
Email: _____

II. The following information is documented in the record. Each of these requirements must be met before a license and/or letter of adoptive approval can be issued. (Please insert the date that each was verified in field provided.)

- A. ☐ Signed and dated application (67:42:01:04, 67:14:32:05) _____
- B. ☐ Physical exam for applicants (67:42:01:07, 67:14:32:09) _____
- C. ☐ Immunization records for all children in household (67:42:01:07, 67:14:32:09) _____
- D. ☐ Screening for substantiated incidents of child abuse or neglect for each household member ten years of age or older, list date (67:42:01:05.02, 67:42:05:06(2), 67:14:32:05.03) _____
South Dakota: _____ Out of State: _____
- E. ☐ Thirty hours orientation training (67:42:05:03, 67:14:32:30) _____
- F. ☐ A minimum of three references have been contacted (67:42:01:05, 67:14:32:11.01) _____
- G. ☐ Criminal record check revealed no disqualifying information for applicant(s) and all adult household members 18 years of age or older (67:42:01:05.01, 67:42:05:06(3), 67:14:32:05.05, 67:14:32:08, 67:14:32:11.01, SDCL 26-6-14.3) _____
- H. ☐ Sex Offender registry check for applicant(s) and all household members 15 years of age or older. _____
- I. ☐ Child support services check for applicant(s). _____
- J. ☐ Licensing and/or adoption standards have been given to and reviewed with applicants. _____
- K. ☐ Safety and Sanitation. _____

Summarize the results of assessment and analysis of contacts with references. (Assess and analyze parenting style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting)

III. The following requirements apply only to families who have applied to be either licensed as a foster home; or licensed as a foster home and approved as an adoptive home. These requirements have been discussed with the applicants and they are aware of their obligation to:

- A. ☐ **Assure that any vehicle used for transporting children does not exceed its stated passenger capacity. (67:42:01:24)**
- B. ☐ **Report any unusual incidents or suspected child abuse/neglect to the Department. (67:42:01:12, SDCL 26-8A-3)**
- C. ☐ **Valid driver's license**
- D. ☐ **Valid automobile insurance**
- E. ☐ **Maintain a record for each child in care that at least includes the child's name, date of placement and removal, special needs, names and telephone numbers of child's family services specialist and doctor. (67:42:01:21)**
- F. ☐ **Keep information about children in foster care and/or adoptive children and their families confidential. (67:42:01:22, 67:14:32:20)**
- G. ☐ **Maintain a record of the clothes purchased for each child in foster care and the amount of money expended on a monthly basis for each child in foster care.**
- H. ☐ **Ability to apply the reasonable and prudent parent standard for participation in age or developmentally appropriate activities. (67:42:01:06)**

IV. Identifying information and reasons for fostering and/or adopting. Describe the family composition, ages, relationships. Reference may be made to the family's completed ecomap and genogram. Discuss the reasons the family has for fostering/adopting.

A. MOTIVATION

- 1. **What was the family's original motivation to provide foster care or adoption?**
- 2. **How has this motivation changed through the pre-service / assessment process?**

B. FAMILY COMPOSITION

1. DESCRIPTION/BACKGROUND OF APPLICANT 1

Birth name: _____ **AKA:** _____

Birth place: _____ **Birth date:** _____

Height: _____ **Weight:** _____ **Hair:** _____ **Eyes:** _____

Race: ☐ Native American ☐ Caucasian ☐ Other _____

Enrolled in a Tribe: _____ **If yes, which tribe:** _____

How verified: _____

Religion: _____

Education: _____

Employment: _____

Income: _____ **Child support:** _____

A. EX-SPOUSE/SIGNIFICANT RELATIONSHIP

| <u>Name</u> | <u>Relationship</u> | <u>Date Contacted</u> |
|-------------|---------------------|-----------------------|
| 1. | | |

Summarize the results of assessment and analysis of contacts with ex-spouse(s). (Assess and analyze parenting style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting)

B. Social history from birth to current marriage or to present if single, including a descriptive chronology of significant events:

2. DESCRIPTION/BACKGROUND OF APPLICANT 2

Birth name: _____ **AKA:** _____

Birth place: _____ **Birth date:** _____

Height: _____ **Weight:** _____ **Hair:** _____ **Eyes:** _____

Race: ☐ Native American ☐ Caucasian ☐ Other _____

Enrolled in a Tribe: _____ **If yes, which tribe:** _____

How verified: _____

Religion: _____

Education: _____

Employment: _____

Income: _____ **Child support:** _____

A. EX-SPOUSE/SIGNIFICANT RELATIONSHIP

| <u>Name</u> | <u>Relationship</u> | <u>Date Contacted</u> |
|-------------|---------------------|-----------------------|
| 1. | | |

Summarize the results of assessment and analysis of contacts with ex-spouse(s). (Assess and analyze parenting style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting)

B. Social history from birth to current marriage or to present if single, including a descriptive chronology of significant events:

3. CURRENT MARRIAGE / RELATIONSHIP

Social history from marriage to present including date of marriage, place of marriage, description of spouses:

4. OTHER FAMILY/HOUSEHOLD MEMBERS (Children and others living in the home)

A. CHILDREN LIVING IN THE HOME

| <u>Name</u> | <u>DOB</u> | <u>Child by Birth/Adoption/Kinship and Date</u> |
|-------------|------------|---|
| 1. | | |

Describe each child in the family including school, grades, special needs, description of self, interests/hobbies, responsibilities/chores, discipline, relationship with the other siblings, and reaction to having other children in the home:

B. ADULT CHILDREN LIVING OUT OF THE HOME

| <u>Name</u> | <u>DOB</u> | <u>Child by Birth/Adoption</u> | <u>Date Contacted</u> |
|-------------|------------|--------------------------------|-----------------------|
| 1. | | | |

Summarize the results of assessment and analysis of contacts with adult children: (Assess and analyze parenting style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting)

OTHERS LIVING IN THE HOME

| <u>Name</u> | <u>DOB</u> | <u>Relationship</u> |
|-------------|------------|---------------------|
| 1. | | |

Describe others living in the home including this person's role in the family, school, grades, special needs, description of self, interest/hobbies, responsibilities/chores, and reaction to having additional children in the home:

5. FAMILY AS A SYSTEM

(Description of the family and their environment including nutrition, support, work schedule, child care plans, recreation, community activities, etc.):

V. Family Competencies (discipline and parenting skills – 67:42:01:06; 67:42:05:02, 67:42:05:02.01; 67:42:05:06; 67:42:05:13; 67:42:05:15; 67:14:32:08)

A. Protecting and nurturing children. (Assess and analyze parenting skills, sensitivity to an individual child, parenting style, basic care, affection, communication, expectations for the child, reasons for having children, history and current function of the being/not being protected and nurtured, and viewpoint toward children.)

Strengths:

Needs:

B. Meeting children's developmental needs and addressing developmental delays. (Assess and analyze knowledge and expectations of developmental needs and developmental delays.)

Strengths:

Needs:

Discipline: (Assess and analyze methods, where they learned the methods, purpose or reason for, attitudes about, context of, meaning of discipline, relationship to child and child's behavior, expectation of discipline, and understanding of discipline.)

Strengths:

Needs:

Describe history of attachments and losses of the family: (Past history and current functioning of attachment and losses, coping, problem solving, impulsiveness, stress and anger management).

C. Supporting relationship between children and their families: (Ability to respect and support the birth family of children in care, preparation of a child for permanent placement, supporting cultural connections)

Strengths:

Needs:

D. Connecting children to safe, nurturing relationships intended to last a lifetime (Trust, sociability, verbal skills, communication, independence, assertiveness).

Strengths:

Needs:

E. Working as a member of a professional team (History and current functioning of relationships outside the family including school, peers, sports, activities and community, conflict resolution, ability to cooperate with case service planning, accomplishing specific goals/tasks, communication, ability to relate to others, problem solving as a team member, availability/willingness to participate in team meetings, FSS visits to the home, attend school and medical appointments, assist with transportation of the child to visits, connection activities, and assist with child/parent visits.)

Strengths:

Needs:

VI. Assure health and safety

A. Discuss the applicant's (and their family's) physical and mental health - 67:14:32:09, 67:14:32:08(3), 67:42:01:07, 67:42:05:06 (Perceptions, rationality, self-control, reality testing, stability, self-awareness, self esteem, and self acceptance).

B. Discuss the applicant's ability to provide supervision - 67:14:32:08(6)(7), 67:42:01:06(4),

67:42:05:06(8)(9)(10) (Parenting behavior and

VII. Summary and recommendations

- A. Description of home, sleeping arrangements, transportation options (how many they can seat in their vehicles)
- B. Describe the number, age range, sex and any specific behaviors of children for whom this family is best able to provide care. Reasons for arriving at this decision are to be documented in this section.
- C. Summarize your recommendations about the family's ability to provide foster care and/or adoption. Base your recommendations on facts and observations and relate them to specific licensing/adoption standards. What strengths/needs have the foster/adoptive parents demonstrated?
- D. Based on areas of need identified in the assessment outlined in preceding sections, develop a plan to address those needs, including training, counseling, evaluations, or other activities. If there are no needs identified, how can the family develop their parenting skills in the next year?
- E. Exceptions for the following licensing requirements for foster parents have been submitted in writing to the Regional Manager and have been approved.

1. ☐ More than six children in a foster home. (67:42:05:04)
2. ☐ More than two children under the age of two, including the foster parent's own children.
3. ☐ Not applicable.

F. On the basis of the information documented in this study I recommend:

1. ☐ The home be satisfactorily licensed for _____ children between the age of _____ to _____ years. Effective _____ Expires _____
2. ☐ The application for adoption be approved. Effective _____
3. ☐ The application for license/adoption be denied.

, Family Development Specialist

Date Study Completed

, CHS Supervisor

Date

, DSS Supervisor

Date

, Regional Manager

Date

ATTACHMENT F

Cost Proposal for Parent Aide Program

| FUNDING | TOTAL COSTS |
|--|-------------|
| Personnel Costs: | |
| Administrative | |
| Professional/Program Staff | |
| Support Staff | |
| Benefits | |
| Other: (Describe) | |
| SUBTOTAL, PERSONNEL COSTS | |
| | |
| Operating Costs: | |
| Insurance | |
| Staff Travel | |
| Education Materials | |
| Staff Development and Education | |
| Other Costs: (Describe) | |
| SUBTOTAL, OPERATING COSTS | |
| | |
| Equipment Costs: | |
| Equipment and Supplies | |
| Printing/Publishing/Postage | |
| Telephone/Cell Phones/Internet | |
| Office Supplies | |
| Vehicle Cost and Maintenance | - |
| Other Costs: (Describe) | - |
| SUBTOTAL, EQUIPMENT COST | |
| | |
| Other Costs: (Describe) | |
| Other Expenses | |
| Staff recruitment advertising for open positions | |
| SUBTOTAL, OTHER COSTS | |
| | |
| TOTAL FUNDING REQUEST | |